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AUTHOR Hoeck, Jeanne; Thor, Linda
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ABSTRACT

A study was conducted to determine the Los Angeles Community College District's (LACCD's) role in meeting the educational needs of disadvantaged youth, i.e., individuals aged 16 to 21 who are basic skills deficient, financially disadvantaged, or socially or personally deprived. The study was based on a review of the literature on disadvantaged youth, using as its primary source the Carnegie Council on Policies Studies in Higher Education Report, "Giving Youth a Better Chance"; and upon interviews with staff of youth organizations and administrators in the Los Angeles Unified School District. Information was gathered on the identification of high school dropouts and potential dropouts; existing youth programs; business, industry, and government programs for disadvantaged youth; and program funding sources. After providing background information on the study and its objectives, the study report identifies the characteristics of students and non-students to be served and the advantages and disadvantages of undertaking such service activities. The report then discusses eight areas community colleges should emphasize: academic and career advisement; job preparation classes; job placement; cooperative programs with employers; referrals to volunteer service agencies, government-sponsored programs, and legal and medical services; and apprenticeships. San Fernando Valley youth service programs are also described. Appendices include descriptions of exemplary programs. (KL)

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ED214604

A REVIEW OF YOUTH SERVICES AS A COMPONENT OF THE LACCD

Completed as a Part of the
Feasibility Study Directed Toward The
Improvement of Occupational/Technical Education
In the San Fernando Valley

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Ms. Jeanne Hoeck
Principal Investigator

Ms. Linda Thor
Director, Educational Services

JC 820 154

Preface

On March 11, 1981, the Board of Trustees approved funds to conduct a feasibility study to improve occupational/technical education in the San Fernando Valley.

In the preliminary work, to provide background information for the study, participation in Youth Services programs was considered as a possible function for a technical institute. This investigation to review current practices at the community college level and in the community was undertaken as part of the overall feasibility study.

The Youth Services study has been prepared as a separate report; it can be considered on its own and the results will be part of the full study. It is intended that this report will assist the Los Angeles Community College District in deciding whether to expand efforts in this area and how such efforts should be coordinated.

Jeanne Hoeck

Ms. Jeanne Hoeck
Principal Investigator

Linda Thor

Ms. Linda Thor
Director, Educational Services

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INTRODUCTION

The task of identifying disadvantaged youth and the programs that serve them in the time allotted allowed only a cursory review of the available sources.

The problems in effectively helping disadvantaged youths from 16 to 21 years of age are nationwide. The motivations for helping are many as the Nation seeks to train, educate, and find employment for these youths.

First, schools and the education and training they can provide are perceived as the single most important agency to assist disadvantaged youths.

Second, in terms of delinquency prevention, work provides opportunities for youths to be useful, to be competent, to belong, and to have some purchasing power.

Programs for disadvantaged youths tend to be cyclical; pressures are brought to bear to do something as the destructive reactions of some youths to their sense of helplessness are manifested. There are few programs that are coherent and successful with predictable results. Funding is often lost for those programs that have produced results as well as those that are not effective.

A significant function of the two-year college continues to be the capability to assist low-ability, late blooming, or disadvantaged students. Community colleges provide the link of training for the motivated student.

The community college also involves itself in the socialization of individuals. This deals with the search for and development of attitudes and values which shape the social forces and cultural mores in our society. This socialization plays a primary part in aiding disadvantaged youths.

BACKGROUND

For the purposes of this study, five areas were explored:

1. How disadvantaged students and non-students are identified.

2. What Youth Services are already in existence and the manner in which they were developed or organized.

3. Identification of business firms that have developed or helped with projects.

4. What specifically are government agencies or programs doing to help disadvantaged youths.

5. Identification of funds used to help disadvantaged youths.

The age group is limited to 16 to 21 years and, following the guidelines in the Carnegie Council report, disadvantaged youths are defined as:

1. The young person who gets through high school but does not have the basic skills in the handling of numbers and language and thus becomes an "internal" dropout.

2. The financially disadvantaged: Young persons from families in the one-third of the income range who finished high school but, in doing so, may impose a financial hardship on their families and whose attendance in college does impose such a hardship.

3. The socially deprived: Young persons who do not finish high school for reasons of social circumstances (family and community deprivations and social prejudices).

4. The personally deprived: Young persons who do not finish high school for reasons of personal circumstances (mental, physical, or psychological disabilities).

5. The Opt-Out: Young persons who do not choose to participate in established educational or economic institutions of society for reasons of personal choice or philosophical orientation.

This study was based on a review of samples of the literature concerning disadvantaged youth, interviews with staff of ongoing youth organizations, and meetings with administrators in the Los Angeles Unified School District.

The principal review document was Giving Youth a Better Chance: Options for Education, Work, and Service, a report with recommendations of the Carnegie Council on Policy Studies in Higher Education, published in 1979.

The Carnegie recommendations for Colleges and Universities are in part:

° Seek out participation in pairing plans with community high schools along the lines of the Boston Plan (see Appendix A).

° Community colleges, in particular, should:

1. Cooperate with CETA and school authorities in the development and training and work-experience programs.

2. Experiment with admitting students at age 16 and with the development of mid-colleges.

3. Provide opportunities for high school students to participate in occupational programs of the college.

4. Develop more opportunities for cooperative education and apprenticeship for both secondary and postsecondary students.

Specific recommendations for The Congress, The Administration, the States, School Districts, Mayors and City Councils, and Foundations are on pages 296 through 300 of the Carnegie report.

THE STUDY

It has been estimated that there are approximately 150,000 youths between the ages of 16 and 21 in the San Fernando Valley. Between 15% and 20% of this population is estimated as "disadvantaged youth," or 22,500 to 30,000 that could be served. It is estimated that at any one time in the total county of Los Angeles, 5,000 youths are incarcerated.

The approach to the study was what could a community college do to help disadvantaged youths. For example, the role of the proposed Technical Institute would be to coordinate the four major services within its Institute: Student Personnel Services, Cooperative Education, Community Services, and Counseling and Guidance to provide occupation classes for disadvantaged youths.

The Institute could coordinate its activities with the High Schools, Regional Occupational Centers, and Skill Centers already in existence in the San Fernando Valley (see Appendix B).

With these two possible goals in mind, the task was then to provide support to these two premises.

FOR STUDENTS

As part of a funded program through the Community Development Department, the Los Angeles Unified School District (LAUSD) identified high risk students at San Fernando High School as those who:

1. Are poor readers (in 1979, 19% of the students entering the tenth grade at SFHS read below a 4.9 grade level).
2. Had long-term patterns of failures or unsatisfactory grades. (Fifteen percent of SFHS's seniors will have less than 90 credits in June 1981, and 5% will have less than 30.)
3. Have poor attendance.
4. Have patterns of severe tardiness.
5. Had late enrollment into school.
6. Are school hopping.
7. Are required to attend by family or parole officers.
8. Perceive school diploma as meaningless.
9. Are a part of a negative peer group (cruisers, gangs, etc.).

10. Have no positive reinforcement from school due to accumulated negative experiences (failures, letters, conferences, suspensions).

11. Have a police record.

12. Are economically disadvantaged.

NON-STUDENTS

The population of non-students to be served can be identified as those who are:

1. Unemployed

2. Out of school

3. Underemployed (has education and skills)

4. Employed in the secondary labor market of low paying jobs lacking security of skills development.

Although the Potomac Institute report on Youth and the Needs of the Nation stated that the youth population would be declining in the 1980's, youth unemployment will not drop and may, in fact, become worse. The trend is to "squeeze young people out of the work force and to isolate them from making a satisfactory transition from schooling to work."

The prediction is based on "increased participation rates in the labor force by adult women; increased participation rates by non-white adults; a trend toward later retirements from the work force; the growth of international industrial competition; and increasing mechanization of labor, particularly at the semi-skilled levels."

In the San Fernando Valley in particular and Southern California as a whole, both legal and illegal immigration may work against improving or even sustaining the prospects of semi-skilled young people during the years of initial entry into the work force.

It is therefore believed that both students and non-students should be served by the community college to reinstate this age group into the community and the work force and to provide an opportunity for others to upgrade their skills.

The advantages would be:

a. Serve as a link between school or non-school to the employment market.

b. Serve to deter juveniles who are borderline delinquents.

c. Serve to rehabilitate juveniles who have police records.

d. Serve as a positive experience for accepting responsibilities as an adult by being able to interact with adults in a selected environment.

e. Serve as a positive experience on earning a living.

f. Serve as an exploratory environment where a student can choose a career.

g. Provide an opportunity to succeed or to have a successful experience which could counter previous failure.

h. Provide an opportunity to develop a more positive self-image and sense of self-worth.

The disadvantages would be:

a. Difficulty in reaching the potential student because it is a volunteer program.

b. Mixing of teen/adults who are "street wise" with those from less harsh backgrounds.

c. Getting adequate funding to run the programs and to allow for a student stipend (financial assistance).

d. Requiring additional funds for monitoring students who are not sufficiently motivated.

e. Students and non-students will continue to drop out.

The community college has the capability to offer many services and functions. Those identified by the Carnegie Report are discussed here on an individual basis:

1. Advising on academic and occupational opportunities

The experiences and capabilities of the colleges in the District are such that the proposed Technical Institute could expand this recommendation. The potential student should voluntarily take a battery of tests to determine level of education, attitudes, aptitudes, and interest range. One school, Williamsport Area Community College in Pennsylvania, follows up on the test results by encouraging the student to visit different vocational classes. The student may spend three days in the shop or lab chosen and is additionally given a number of small jobs related to the work to be learned. On the basis of this exploration, the student can make his occupational-training selection on a realistic basis.

It is possible that programs for Disadvantaged Students could be experimental and operate quite differently within an eductional institution. If remedial or basic skills are required by the disadvantaged student, a Learning Skills Center could also serve other students attending the Institute.

2. Offering job preparation classes

For youths, the transition from childhood to adulthood can be troublesome in itself, but the transition from school to work is very abrupt. In a paper prepared on Youth Transition to Adult Roles: A Preliminary Investigation (1979) one of the conclusions was that neither the school nor the work place adequately supports youth during the transition period. It appears that positive results were obtained when youths were put into a Work Experience program that allowed them to make tentative transitions from school to work.

The Potomac Report states:

> "For the young who were called to serve in the armed forces during World War II, such service was a 'rite of passage' from adolescence into adulthood. The Peace Corps and VISTA have also given a number of young people the chance to prove themselves in situations calling for hard work, imagination, and responsibility. But for most young people today the lack of any challenging experience away from home and outside the classroom that stretches and tests them in the service of their community or their country makes the passage very difficult. Indeed, the problem may even begin in the home, where children are no longer so often required to undertake regular chores and do necessary work in the house, in the yard, or on the farm."

Using Cooperative Education as a device for offering job preparation classes and expanding the present curricula to include additional classes in job preparation should become a high priority.

3. Making job placements

Placing youths in jobs after they have completed their training is of primary importance in the success of this type of a program. The success of a program can be measured by the success of its "graduates" to obtain jobs and keep them.

We find in Proprietory Vocational Education, American Institute for Research, the following observations:

"Freeman (1973) observes that proprietary schools, in effect, sell placement services to their students as an integral part of the educational program. For proprietary school administrators, placement involves more than identifying possible job openings for graduating students."

"It involves maintaining continuous contact with potential employers, tailoring instructional program offerings to the nature of available job-seeking and job-holding skills, finding part-time jobs for students who need work, matching graduates to the available jobs, scheduling placement interviews, and following up on graduate's job success in order to keep program offerings up-to-date and effective. The proof of a sound placement services, of course, is its success in enabling graduates to obtain and keep new jobs."

Students of proprietary schools indicated their reasons for selecting those schools were:

1.	Favorable placement record	77%
2.	Shorter length of course	21%
3.	Lower costs	16%

4. Individual plans combining employment and classroom instruction

Cooperative Education as defined in our District Plan for Cooperative Education, June 1981, is ideal for providing the necessary individualized attention needed and for working with employers to find jobs for the students.

This seems to fit well with the goals and mission of the proposed Technical Institute.

5. Developing and making referrals for service opportunities

The Carnegie Report states "Numerous studies and surveys have shown unmet needs in our society that could be met at least partially through youth service programs...and, of course, as we have stressed in this report, in tutoring, counseling, placement services, and other services for disadvantaged youth."

"Because reinstitution of compulsory military service would be strongly opposed, especially by student and other youth groups, the need for providing the option of civilian service (Peace Corps, VISTA, Youth Adult Conservation Corps) is viewed as a way of making return of the draft more palatible.

The Potomac Institute report (1979) came out strongly for a national youth service, but on a voluntary basis. In the introduction to its report it said:

"Until the spirit of service is restored among American citizens, the most pressing human problems of our society will not be solved. The full participation of youth in national service could be a powerful force in meeting the needs of the nation and in strengthening the spirit of service. Today, little is asked of young people except that they be consumers of goods and services. A vast industry serves youth with schooling, entertainment, and goods of all kinds, but there are limited opportunities for the young themselves to produce goods and serve others."

Our District colleges have the systems for ROTC training, Our approach here could be to offer classes that would prepare students to be of service in the military, the Peace Corps, VISTA, or other service entities. The Armed Forces were contacted to see if they would be interested in a plan that could be mutually beneficial.

An educational specialist in Army Recruiting was contacted to see how a program for youths interested in military service could be developed. His response was that he would be most interested in a program that would help pre-select recruits. However, Army Regulations (and this would apply to the other services) forbid the Army's participation in any program that would help a potential recruit pass the entrance tests. He is most interested in maintaining contact with the District in the event that any program came to fruition.

Dr. Gerald Kovar, Education and Training, Office of Assistant Secretary of Defense, felt that the Department of Defense would probably not be interested in funding premilitary education or training as it currently spends millions of dollars for the education and training of active duty personnel.

Dr. W.S. Sellman, in the Office of the Directorate for Accession Policy (OASD - MR & L), expressed a great deal of interest in such a project. (See Appendix E) Out of this office two programs were started for those people who failed the military General Classification Test (GCT). These people were referred by the services to:

1. Department of Labor, Job Corps

2. Department of Education, Adult Learning Centers.

The programs have been failures in that the people do not show up for their appointments and are generally not interested in returning to the classroom. There has been more success with the Job Corps because it offers a stipend. There is no monetary reward for going to the Adult Learning Centers.

A program that has been extremely successful was discovered through Earl Jones, Community Development Department, Training and Job Development, City of Los Angeles. It is the Oakland and Los Angeles Guard that is headed by LCol Ezel Ware, Jr., out of Oakland.

This program was started in 1977 as a pilot program "to involve youth employment and youth training projects that combine developmental training with individualized career assessment and military vocational training to produce a high quality, entry-level employee. Utilizing the active military service schools for skill training makes these projects the most cost-effective manpower packets yet devised."

Since 1977 they have enrolled approximately 500 students and have had only one dropout. Fifty one percent have enlisted in one of the military services, and 70% of those enlisting have gone on to OCS (Officers Candidate School). They have to turn people away and estimate that they receive 1,500 applications a year. LCol Ware would be most interested in forming an alliance with the Los Angeles Community Colleges. For more details on this program see Appendix C.

6. Referrals for CETA employees.

One of the recommendations from the Carnegie Report was that Community Colleges should cooperate with CETA and school authorities in the development of training and work-experience programs. District colleges are already involved with CETA programs and do work with other school authorities. For example, the CETA Summer Youth Employment Program (SYEP) through the Los Angeles Unified School District. Since 1977 the colleges have received between $11,000 and $15,000 each year for 200 to 280 students for on-the-job training.

Other CETA programs are run during the regular school year such as the Word Processing and Secretarial Training programs at West Los Angeles College. For whatever reason, the colleges could probably expand their participation in CETA and CWETA funded programs.

In a Request for Proposal (RFP) dated May 1, 1981, the City of Los Angeles identified approxiamtely $23.4 million available for funding employment training programs to serve City residents (final allocation may not be known until later this summer).

The City policy states that of the total allocation received by the City under the CETA block grant:

- o 35% would be set aside for programs targeting services to youths 14-21 years. ($8.2 million)
- o 20% of the total allocation will be targeted for On-the-job Training Programs and private sector placement efforts. (4.7 million)

The policy further delineates that agencies interested in bidding for CETA funds should identify which target population they wish their proposal to be considered under; there are three groups:

- o Youth 12 - 21 years
- o Adult 22 - 55+ years
- o General 16 - 55+ years

The Youth category may include programs designed for both out-of-school and in-school youth.

Congress may continue the current categorical funding method, provided that Youth legislation is continued through PY 1982, in which case the City will continue the current PY 1981 method of allocating funds:

- o Title II-B 12.5% set aside for in-school activities
  48.4% service level to youth 14-21 years in all of the programs.
- o Title IV-A Youth Employment and Training Programs and Youth Community Conservation Improvement Program would be continued contingent on the level of funding.

The Institute could aggressively seek funding to support youth programs. The major thrust would be to go beyond what CETA has required and make continuing education a part of the student's future goals. There is a need to assist the CETA student/employee in his/her search for upward mobility through higher education.

7. Referring for legal and medical advice.

Referring students should probably be limited to lists of agencies that can help them. There might be a possibility of using volunteers who would have some expertise in these matters.

8. Creating Apprenticeship Programs

At Los Angeles Trade-Technical College there are several apprenticeship programs:

Automatic Sprinkler
Automotive Mechanic
Carpentry
Cabinet Millwork
Chef Training
Diesel Electric Locomotive
Diesel Engine Mechanic - Locomotive
Electrical Cable Splicer
Electrical Lineman
Electrical Mechanic
Electrical Wireman
Operating Maintenance Engineers
Intercommunications and Sound
Irrigation and Lawn Sprinkler
Landscape Gardening
Lithography
Metallurgical Technical
Refrigeration and Air Conditioning
Sheet Metal Work
Truck Mechanic
Plastering
Railcar
Tilesetting

NOTE: Plumbing not included

These could be expanded to meet the needs of a particular community.

In the 1960's, financial support came from the Department of Labor and opened the doors of apprenticeship programs to Blacks and members of other minority groups through the Apprenticeship Outreach Program (AOP). More recently, under the Department of Labor's New Initiatives in Apprenticeship programs, inaugurated early in 1977, $12.3 million in CETA funds were allocated for contracts that would ultimately provide more than 20,000 apprenticeships in such fields as health, auto repair, mining, petroleum, and the civil service (including police forces).

The Carnegie Report takes the position that "when conducted, apprenticeship programs have great advantages over most other types of vocational training available to young people:

- o On-the-job and related classroom training are combined.
- o Apprenticeship provides a pathway to jobs in the primary labor market and eventually, in many cases, to supervisory positions. A recent study of skilled construction workers show that those who learned their trades through formal apprenticeship programs had steadier jobs and were more likely to become supervisors than those who gained their skills in other ways ("Construction Union Apprenticeships," 1975, p.9).
- o Compensation of apprentices is often above the minimum wage and far superior to wages earned by youth in secondary labor market jobs. For example, in 1975, in New York City, where journeymen sheetmetal workers earned

$11.67 per hour, the union's first-year apprentices began at $4.67 per hour, or twice the federal minimum wage at that time (Green, 1976, p. 208). Thus, apprenticeship holds promise of enticing youth away from the life of the street and illicit earnings.

- o Training tends to be prolonged but, if well conducted, is much more thorough than most other types of training and provides security of employment.

- o Although apprenticeship training is now more likely to be publicly subsidized than has traditionally been the case, and subsidies are particularly essential to achieve the purposes of the Apprenticeship Outreach Program, costs continue to be met in large part through funds provided by unions and management under joint apprenticeship agreements, and the public subsidy per trainee is likely to be much less than for most other types of training. However, we favor the use of subsidies to cover training costs and possibly a portion of wages in situations where this will encourage the introduction of apprenticeships in occupations or industries that have not had them or will encourage small employers to participate.

It would be to the advantage of a new college to seek funding through the California Department of Industrial Relations to help support its efforts to blend industry into the training programs the community colleges can offer.

9. What community organizations are available?

There are many youth organizations that exist in the City and County of Los Angeles. There are privately funded organizations and those that are funded by government agencies.

The City of Los Angeles Directory of CETA funded programs lists the following:

Title IV - Youth Programs

a. Youth Employment and Training Program (YETP) provides classroom training, work experience, and on-the-job training to economically disadvantaged youth, ages 16 - 21.

b. Youth Community Conservation and Improvement projects (YCCIP) provides work experience to economically disadvantaged youth, ages 16-19. Youth are involved

in community and neighborhood improvement projects, such as low income housing repairs and maintenance and restoration of natural resources.

c. Summer Youth Employment Program (SYEP), formerly known as SPEDY, provides meaningful summer employment for economically disadvantaged youth, ages 14-21, by giving them the opportunity to develop work skills, earn money, set career and educational goals and expose them to City government and community based organizations.

The Directory has delineated programs by locations. The San Fernando Valley is designated as Labor Market Planning Area (LMPA) 4. Councilmanic Districts within the San Fernando Valley are:

LMPA 4

Bob Ronka	1st
Joy Picus	3rd
Joel Wachs	2nd
Ernani Bernardi	7th
Hal Bernson	12th
Marvin Braude (part)	11th

The Directory further lists these organizations that would be of interest to the proposed Institute:

LABOR MARKET PLANNING AREA 4 - SAN FERNANDO VALLEY

ASSISTING DISABLED WITH EMPLOYMENT, PLACEMENT AND TRAINING (ADEPT) 782-5530
14547 Titus Street, Suite 218
Panorama City, CA. 91402

WORK EXPERIENCE in various occupations. (NOTE: THIS IS A SPECIAL PROGRAM FOR HANDICAPPED PERSONS).

ALCOHOLICS SOCIAL SERVICES ECONOMICS RENEWAL TRAINING (ASSERT) 989-0753
14525 Vanowen Street
Van Nuys, CA. 91405

WORK EXPERIENCE and ON-THE-JOB TRAINING for youths who are from families experiencing social and economic difficulties as a result of alcoholism.

BUILD REHABILITATION, INC. 764-3700
6905 Beck Avenue
North Hollywood, CA. 91605

WORK EXPERIENCE in various occupations. NOTE: THIS IS A SPECIAL PROGRAM FOR HANDICAPPED YOUTH, BUT NON-HANDICAPPED YOUTH MAY ALSO APPLY.

CHICANA SERVICE ACTION CENTER (CSAC) 785-6569
14619 Victory Boulevard
Van Nuys, CA. 91411

WORK EXPERIENCE and ON-THE-JOB TRAINING in various occupations. NOTE: THIS IS A SPECIAL PROGRAM FOR YOUNG WOMEN.

DIVERSIFIED EDUCATION COMPANY/WESTERN COLLEGE OF MEDICAL AND DENTAL ASSISTANTS 872-1356
5434 Van Nuys Boulevard
Van Nuys, CA. 91401

CLASSROOM TRAINING in medical assistant and dental assistant occupations.

EL PROYECTO DEL BARRIO 787-8060
13643 Van Nuys Boulevard 896-1135
Pacoima, CA. 91321

WORK EXPERIENCE and ON-THE-JOB TRAINING in various occupations for school dropouts, offenders and youths with special problems.

CHICANA SERVICE ACTION CENTER (SCAC) 785-6569
WOMEN'S JOB TRAINING CENTER
14608 Victory Boulevard
Van Nuys, CA. 91411

WORK EXPERIENCE and ON-THE-JOB TRAINING in various occupations. Provides women with an opportunity to develop competitive job skills, define occupational goals, develop a positive self-image, assertive techniques and other skills through participation. NOTE: THIS IS A SPECIAL PROGRAM FOR WOMEN.

COMMUNITY AND HUMAN RESOURCES AGENCY (CHARO) 764-2057
6903 Radford Street
North Hollywood, CA. 91205

CLASSROOM TRAINING - Bookkeeping and clerical combined with vocational English.

EL PROYECTO DEL BARRIO, INC. 787-8[illegible]0
14416 Victory Boulevard, Suite 207
Van Nuys, CA. 91401

WORK EXPERIENCE and ON-THE-JOB TRAINING in various occupations.

JOBS FOR PROGRESS, SER/ELA 988-9680
7439 Van Nuys Boulevard
Van Nuys, CA. 91405

CLASSROOM TRAINING and ON-THE-JOB TRAINING in multiclerical.

LOCKHEED - CALIFORNIA
3811 Valhalla
Burbank, CA. 91520

ON-THE-JOB TRAINING in machine shop. For information on this program contact United Way.

NORTHRIDGE HOSPITAL FOUNDATION 885-5349
18430 Roscoe Boulevard
Northridge, CA. 91325

WORK EXPERIENCE in the allied health field.

PACOIMA SKILLS CENTER (LAUSD) 896-9558
13323 Louvre Street
Pacoima, CA. 91331

CLASSROOM TRAINING - Production machine operator, general office clerk, paramedical, clerical and welding.

PROJECT HEAVY/SAN FERNANDO VALLEY 985-7882
12011 Victory Boulevard, Suite 200
North Hollywood, CA. 91606

WORK EXPERIENCE in various occupations.

PROJECT JOVE II 873-2390
14606 Victory Boulevard, Suite 201
Van Nuys, CA. 91411

ON-THE-JOB TRAINING in various occupations. NOTE: THIS IS A SPECIAL PROGRAM FOR OFFENDERS AND EX-OFFENDERS.

SOUTHERN CALIFORNIA CENTER OF THE ARTS 761-4008
10842 Ventura Boulevard
Studio City, CA. 91604

ON-THE-JOB TRAINING in various occupations in the fine arts.

UNITED WAY, INC. 908-5070
6851 Lennox Avenue
Van Nuys, CA. 91405

WORK EXPERIENCE and ON-THE-JOB TRAINING in various occupations.

VAN NUYS COLLEGE OF BUSINESS 782-0550
8041 Van Nuys Boulevard
Van Nuys, CA. 91401

CLASSROOM TRAINING - Drafting, secretary, accounting, and data entry.

WEST VALLEY SKILLS CENTER (LAUSD) 886-5476
19407 Londelius
Northridge, CA. 91324

CLASSROOM TRAINING in stenography, para-medical clerical, apartment house maintenance and repair and electronics.

YOUNG ISRAEL COMMUNITY DEVELOPMENT CORPORATION 985-7801
12011 Victory Boulevard
North Hollywood, CA. 91606

ON-THE-JOB TRAINING in semi-skilled, technical/managerial fields in private-for-profit organizations.

UNITED AUTO WORKERS 875-1797
7963 Lankershim Boulevard
North Hollywood, CA. 91605

ON-THE-JOB TRAINING in various occupations, including auto radio installation.

CETA TITLE VII

The programs funded under this title include demonstration programs under the Private Sector Initiative Program (PSIP) and Major Employer/On-the-Job (ME/OJT) training; the latter program involves occupational training with companies employing more than 500 persons.

TRAINING PROGRAM	SKILL(S)
Automotive Service Council of California (ME/OJT) 5617 Lankershim Boulevard No. Hollywood, CA. 91601 877-1329	Automotive mechanic training
Pertec Computer Co. (ME/OJT) 21111 Erwin St. #40-07 Woodland Hills, CA. 91367 (for information on enrollment into this program, contact the West Valley Skills Center or the Pacoima Skills Center)	Electronic Tester Quality Control Technician Electronic assembler

IN-SCHOOL YOUTH WORK EXPERIENCE PROGRAMS, CETA, TITLES II-B AND IV

The In-School Work Experience Program serves youth, ages 14-18, who are still in school. In-School provides an opportunity for economically disadvantaged youths to earn money and gain work experience while remaining in school. Areas in which youths can gain experience include clerical, teacher's aide, aides, shipping and receiving, health services, child care and drafting.

ASSISTING DISABLED WITH EMPLOYMENT, PLACEMENT and TRAINING (ADEPT) 782-5530
14547 Titus Street, Suite 218
Panorama City, CA. 91402

Serves Labor Market Planning Areas 4 and 5.

ARCHDIOCESE OF LOS ANGELES, EDUCATION & WELFARE CORPORATION 386-1752
1400 West Ninth Street
Los Angeles, CA. 90015

Serves All Labor Market Planning Areas

LOS ANGELES UNIFIED SCHOOL DISTRICT 625-6684
450 North Grand Avenue
Los Angeles, CA. 90012

Serves All Labor Market Planning Areas

YOUTH COMMUNITY CONSERVATION AND IMPROVEMENT PROEJCTS (YCCIP), CETA TITLA IV

The Youth Community Conservation and Improvement Projects (YCCIP) provide jobs through a work experience program for unemployed Los Angeles City youth between the ages of 16-19 who are high school dropouts.

The employment to be provided includes weatherization and minor repair to homes owned by low-income residents, and other community improvement in basis electrical repair, painting, gardening, minor plumbing, general carpentry repair, weather-stripping and lock and minor security system installation.

PROJECT HEAVY/SAN FERNANDO VALLEY 985-7882
12011 Victory Boulevard, Suite 200
North Hollywood, CA. 91606

OTHER ORGANIZATIONS HELPING YOUTH IN THE SAN FERNANDO VALLEY ARE:

AMERICAN YOUTH SOCIETY ORGANIZATION 344-2454

BOYS' CLUB OF PACOIMA AND SAN FERNANDO VALLEY 899-8619
13421 Van Nuys Boulevard
Pacoima, CA.
(Counseling Center) (896-5261)

Vocational, educational, recreational, and outreach programs; individual and group counseling; guidance activities for youth 7-18. Operation Reach Out provides juvenile diversion; individual, family, drug/alcohol abuse and crisis counseling; rap groups for teens and parents; employment; recreational activities for youth 12-18 with arrest or social problems.

BRIDGE-A-WAY ACROSS 843-7444
4210 Magnolia Boulevard
Burbank, CA. 91505

Meets the needs of predelinquent emotionally disturbed adolescents 12-18 (and their families), who are beginning to act out frustration, alienation and stress by using dangerous drugs, dropping out of school, or committing acts of rage against people and property. Provides a non-threatening program of individual, group and family counseling as well as a drop-in program of social and recreational adjustment.

CALIFORNIA CALVERY COMMAND — 998-9291
San Fernando Boulevard
Chatsworth, CA.

CAMPUS LIFE — 997-8572
14339 Hamlin
Van Nuys, CA.

FUGITIVES MOTORCYCLE CLUB, THE — 899-9029
13173 Van Nuys Boulevard
Pacoima, CA.

PACOIMA COMMUNITY COUTH — 896-8878
Culture Center
12731 Mountford
Pacoima, CA.

SAN FERNANDO VALLEY YOUTH FOUNDATION, INC. — 881-7701
Valley Recreation, Education and Counseling Center
17400 Victory Boulevard
Van Nuys, CA. 91406

Non-sectarian group, recreation, leadership-development and training for teenagers, junior high through 19, utilizing trained adult volunteers. Social services, friendship clubs, auto shop. hobby, special interest activities and events. Teen age rap sessions; limited teen-family group counseling. Provides opportunities for earning fees. Drug-related counseling for ages 11-18. Free youth employment services.

SANTA ROSA COMMUNITY SERVICE CENTER — 365-3194
511 Kalish
San Fernando, CA.

TEMPLE ALIYAH YOUTH DEPARTMENT — 346-1552
6025 Valley Circle Boulevard
Woodland Hills, CA.

TEMPLE RAMAT ZION YOUTH OFFICE — 360-9311
17665 Devonshire
Northridge, CA.

U.S. NAVAL SEA CADET CORP. — 766-5440
11674 Burbank Boulevard
North Hollywood, CA.

VALLEY CHRISTIAN SPORTS LEAGUE, INC. 780-1516
8234 Columbia Avenue
Van Nuys, CA.

WEST VALLEY PALS 342-5725
19020 Vanowen
Reseda, CA.

YMCA 345-7393
18810 Vanowen
Reseda, CA.

YOUTH CENTER 881-7700
17400 Victory Boulevard
Van Nuys, CA.

YOUTH FOR CHRIST 997-8572
14339 Hamlin
Van Nuys, CA.

The services extended by these organizations have not been thoroughly explored. They are offered as possible contacts in the event a Youth Services program is deemed feasible.

FEDERAL SERVICE PROGRAMS

JOB CORP 748-0135
1106 South Broadway
Los Angeles, CA. 90015

Residential and non-residential training program for youth, 17 through 21 who, because of poverty, do not have the education or training to find jobs. Offer basic education in reading, writing, speaking skills, arithmetic; training in job skills for which there is a demand in the labor market; family life education; recreation and physical fitness; counseling and guidance; health services; participation in the arts to develop services; participation in the arts to develop self-expression and motivation.

Residential Centers throughout the United States offer basic education, skill training, and useful experience for young men and women, 16-21, permanent residents of the United States, out-of-school, and out-of-work.

Admission criteria consider factors of a poverty home situation, neighborhood conditions, and prospects for completing education or finding stable employment. Main qualifications are that applicants can gain from experience; particularly those who have tried and failed in school, have

few other avenues of opportunity open to them and are forced to continue living in poverty if continue in present environment. Court record alone does not bar applicant. Primary consideration is given to nature and frequency of offenses, applicant's prospects for adapting to residential training program. (see Appendix D for Los Angeles Area services)

ACTION 468-3343
1625 No. Hudson Avenue
Los Angeles, CA. 90028

Federal volunteer service agency enable Americans to volunteer their services where needed, at home and abroad. The diversity of ACTION programs allows for part-time and full-time service up to two years; some volunteers serve on a stipend, others on a non-paid basis.

PEACE CORPS 468-3343
1625 No. Hudson Avenue
Los Angeles, CA. 90028

International program, sends volunteers for two years to developing countries to meet their requests for assistance in economic and social development.

VISTA (Volunteers in Service to America) 468-3343
1625 No. Hudson Avenue
Los Angeles, CA. 90028

Volunteers are assigned for one or two-year terms at request of public or private non-profit organizations to assist people in need in locally-sponsored projects to alleviate poverty in the United States.

LABOR DEPARTMENT (415) 556-7414
450 Golden Gate Avenue
San Fernando, CA. 94102

EMPLOYMENT AND TRAINING ADMISSION

Administers employment and training programs funded under Titles I, II, III and VI of the Comprehensive Employment and Training Act (CETA) through city, county or state agencies acting as prime sponsors. In Los Angeles County, CETA prime sponsors are the cities of Glendale, Long Beach, Los Angeles, Pasadena, Torrance and Los Angeles County. The Employment and Training Administration also administers employment services and unemployment insurance benefit programs through the California (State) Employment Development Department.

APPRENTICESHIP TRAINING, BUREAU OF - SOUTHERN CALIFORNIA AREA

Indicates need for apprenticeship and training; stimulates business and industry; analyszes skilled manpower needs, with the expectation of training to meet current and future needs. Works with management and labor, state apprenticeship agencies, schools, and community groups to develop organizational machinery for apprenticeship systems.

10. Youth Services type programs being carried out by business and industry in the San Fernando Valley.

In 1978 Private Industry Councils (PICs) were authorized under Title VII Private Sector Initiatives Program and were added to CETA. To date the PICs are not making a very big difference to CETA job training programs. A study done by the Resource Center Public/Private Ventures of PICs in 17 job locations shows the "programs which PICs have designed and supported are--with occasional interesting exceptions--rather familiar to students of employment training programs."

Calling business firms in the San Fernando Valley also produced less than exceptional results. Business firms are willing to sponsor a specific project if the request for assistance or funds is received in time for budget purposes. Business firms are willing to supply baseball caps, T-shirts, or other non-continuing items in support of youth programs already structured by some other agency. Other than cooperating with Federal, State or City agencies, business firms do not initiate programs for disadvantaged youths at this particular time.

11. The Role of a Community College.

The concept of a "middle-college" adapted to existing services, would set program objectives that would encompass the following:

a. Create an environment that would enhance students self-image, self-worth, and give them a sense of identity.

b. Assist high school dropouts in finishing school.

c. Prepare potential students for a job or a service connected career.

Disadvantaged youth, as defined earlier, need basic language and numerical skills. A program for assessing the educational level of the student, the potential abilities of the student,

and finding out how the student learns best could be designed from testing and counseling practices already in existence. Placement of the student in appropriate classes and definition of an individualized career pattern would be the major function of a Youth Services office. The programs that help students finish high school, stay in college, or prepare for a job are the ones that provide personalized attention.

Staffing would include at least two full-time counselors, one of whom should have expertise in specialized testing methods. Students need to be evaluated regularly and full time counselors would be able to identify individual strengths and potential growth patterns for each student

Because of the nature of personalized guidance for these students, there would be a need for soundproof offices for the counselors, a testing area where the student could be observed, and equipment identifying career patterns that can easily be used by students. Ideally, a small computer should be available to retain and update the records of these students.

The District Plan for Cooperative Education, June 1981, has as objectives:

a. To provide opportunity for the student to secure employment on a part time or full time basis.

b. To gain work experience that is meaningfully related to the student's college study program.

c. To provide the student opportunity to acquire knowledge, skills, and attitudes essential for successful employment.

These objectives are the goals of Youth Service programs. Cooperative Education offices on each campus relate on a daily basis to people in local business firms and industries with whom programs can be coordinated. Therefore, if a new college or institute were started, the ideal program would be the integration of a counselor working solely with Cooperative Education personnel. This could be a pilot program that would establish the guidelines for future involvement of the other colleges.

Agencies currently providing youth services could become valuable resources for people working in these programs. Costs for establishing services for youth would vary with the size of the programs offered.

The advantages gained from providing such a program would be primarily for the community and society. If a Youth Services Program is established at a college, it could take 1,000 to 1,500 would-be delinquents or disadvantaged youths off the streets each year. As suggested in the Carnegie Report, Youth Services could be the sixth role of the community colleges.

The disadvantage is the high cost of specialized programs which involve stipends to students. Without the stipend, the program would fail. The costs could be off-set by seeking funds from CETA, CWETA, or bidding for Job Corps contracts. There is also the possibility of using VEA funds to support a new program.

12. Recommendation

The mission of our District and its colleges has been to meet the educational needs of a wide range of students. Because the needs of disadvantaged youth in Los Angeles are enormous, it is recommended that a pilot program be started at Los Angeles Trade-Technical College. The program should be available to all youths in the community to advise on academic and occupational opportunities, to offer job preparation classes through Cooperative Education, to make job placements, to work out individual combinations of employment and classroom instruction, to develop and make referrals to CETA employers, and to make referrals to sources of legal and medical advice, to refer to and to create apprenticeship programs.

The Carnegie Council says that unless "youth service functions" are given an institutional base of operation the "youth problem" will become even more disruptive. The Council believes that the community college should take on a "residual responsibility for youth" if the vexing problems of all youth--not just those interested in higher education--are to be addressed.

If the Technical Institute becomes a reality and the pilot program is successful, a Youth Services Program could be phased in at a more appropriate time.

BOSTON PAIRING PLAN

The Boston program in which each magnet high school is paired with a college or university in the area is a model that could be adopted in other areas. Not all institutions of higher learning take their obligations equally seriously, but the evidence indicates that some of the magnet schools have benefited substantially from the partnership arrangement, as in the case of the Massachusetts Institute of Technology and the Mario Umana Harbor School of Science and Technology.

Pairing of Magnet Schools with Colleges,
University, Public Agencies, and Business Firms

Magnet School	Auxiliary
Boston High School	Boston State College
Boston Latin School	Wellesley College Federal Reserve Bank of Boston Franklin Park and Stoneham Zoo Boston Symphony Orchestra
Boston Comprehensive School	Suffolk University
Copley Square High School (ungraded)	Emerson College Suffolk University Shawmut Bank of Boston
Mario Umana Harbor School of Science and Technology	Massachusetts Institute of Technology Wentworth Institute Massachusetts Port Authority

Appendix A

LOS ANGELES UNIFIED SCHOOL DISTRICT
Schools in the San Fernando Valley

HIGH SCHOOLS

Aggeler, William Tell; Chatsworth
Birmingham; Van Nuys
Canoga Park; Canoga Park
Chatsworth; Chatsworth
Cleveland, Grover; Reseda
El Camino Real; Woodland Hills
Francis, John H. (Polytechnic); Sun Valley
Granada Hills; Granada Hills
Grant, Ulysses S.; Van Nuys
Kennedy, John F.; Granada Hills
Monroe, James; Sepulveda
North Hollywood; North Hollywood
Reseda; Reseda
San Fernando; San Fernando
Sylmar; Sylmar
Taft; William Howard; Woodland Hills
Van Nuys; Van Nuys
Verdugo Hills, Tujunga

CONTINUATION SCHOOLS

Aliso; Reseda
Earhart, Amelia; North Hollywood
Einstein, Albert; Sepulveda
Grey, Zane; Reseda
Independence; Van Nuys
Kennedy (C); Granada Hills
Leonis, Miguel; Woodland Hills
Lewis, Robert H.; Sun Valley
London, Jack; Van Nuys
Mission; San Fernando
Mount Lukens; Tujunga
Owensmouth; Canoga Park
Rogers, Will; Van Nuys
Stoney Point; Chatsworth
Sylmar (C); Sylmar
Thoreau, Henry David; Woodland Hills
West Granada; Northridge

REGIONAL OCCUPATIONAL CENTERS

North Valley; Mission Hills
West Valley; Woodland Hills

SKILLS CENTER

Pacoima Skills; Pacoima
West Valley; Northridge

Appendix B

CALIFORNIA STATE MILITARY DEPARTMENT

California Impact Programs
Oakland Guard - Los Angeles Guard

GENERAL:

The CALIFORNIA IMPACT PROGRAM has been established to serve as the statewide headquarters for the OAKLAND GUARD PROGRAM, the LOS ANGELES GUARD PROGRAM, and other similar programs that are scheduled to be implemented statewide. The IMPACT PROGRAM involves youth employment and training projects that combine developmental training with individualized career assessment and military vocational training to produce a high quality entry-level employee.

Utilizing the active military service schools for skill training make these projects the most cost-effective manpower packets yet devised.

Participants who enter the program prove their dedication to self-improvement by serving six years in a military reserve component service in exchange for program participation.

PROGRAM HISTORY

The OAKLAND GUARD concept has attracted both statewide and nationwide attention. The concept is presently being implemented in Seattle, WA; Milwaukee, WI; and in Los Angeles, Ca. Similar programs are proposed for Sacramento and Long Beach.

The OAKLAND GUARD PROGRAM was initiated by California's Governor Edmund G. Brown, Jr. and Oakland's Mayor Lionel Wilson as a pilot project in November, 1977. It operated as a pilot until January, 1979. On February 1, 1979 the OAKLAND GUARD was deemed a project worthy of future funding from the City of Oakland and the State of California.

The LOS ANGELES GUARD PROGRAM was introduced at the direction of Mayor Tom Bradley in October, 1980. Patterned after its counterpart in Oakland, the program will serve as a pilot for the South Central and East Los Angeles Areas.

PROGRAM CURRICULUM

The OAKLAND GUARD curriculum consists of 380 hours or eight weeks of pre-skill instruction and approximately 6 months of vocational training. The program is divided into five phases of training: Phase I, Pre-Skill Training; Phase II, Basic Military Training; Phase III, Vocational Training; Phase IV, Job Placement; Phase V, Six month follow-up.

The LOS ANGELES GUARD curriculum consists of 400 hours or ten weeks of pre-skill instruction and approximately 6 months of vocational training. The program consists of the same training phases as its Oakland counterpart program.

CURRICULUM

Summary of California Impact Training Course:

Subject	Hours
Military Skills	126.0
Basic Skills	179.0
Career Assessment	40.0
Pre-Employment	55.0

This training package presents a variety of teaching techniques in small units of instruction which leads the instructor to discover when and where individualized and remedial instruction should begin with each participant.

PARTICIPANT MANUAL

In a 20 page handout, the manual includes general information, enrollment requirements, selection process, pay, attendance and disciplinary actions, complaint and grievance procedures, memorandum of understanding, chain of command, program curriculum, the military connection and definitions, and emergency procedures.

ORIENTATION HANDOUT

Not as extensive and similar to Participants' Manual.

JOB CORPS

NON-RESIDENTIAL VOCATIONAL TRAINING FOR YOUNG MEN AND WOMEN

The Los Angeles Job Corps Center was established in 1965. Since then, more than 10,000 men and women have enrolled in the training program. The non-residential program has been in operation since 1969. The Los Angeles Job Corps is operated by the YWCA of Los Angeles for the Employment and Training Division, U.S. Department of Labor.

The Job Corps program provides vocational training for young men and women who need skills in order to get good jobs. The Los Angeles Job Corps Center has a non-resident program for students who choose to live at home while they are in training. Most of the students are being trained in Job Corps facilities, hospitals, occupational centers, or community colleges. Some are enrolled in on-the-job training programs.

Job Corps emphasizes supportive services during the training period. Enrollees receive guidance and vocational counseling, help with personnel problems, and various kinds of financial assistance.

Each corps member receives an allowance: a small child care allotment (if applicable), a clothing allowance, lunch money, and transportation costs. Medical and dental benefits are also provided. Enrollees who stay in training six months or longer also receive earned savings at the end of their training. Training time ranges from six to twenty-four months.

The Job Corps helps trained students find suitable jobs and works with employers in meeting their personnel needs. This effort is supported by the Los Angeles Job Corps Coalition of Business, Community, and Labor.

Job Corps programs are offered in downtown Los Angeles, Hollywood, East Los Angeles, and in San Pedro. There are two residential programs, one in downtown Los Angeles, and the other at the Hollywood Studio Club in Hollywood.

NOTE: No programs are offered in San Fernando Valley at the present time.

Appendix D

Eighty Eighth Annual Convention
of
The American Psychological Association

Proceedings of
Division of Military Psychology Symposium:
Innovations in Basic Skills Education
for Military Personnel

Technical Memorandum 80-4
Directorate for Accession Policy
Office of the Secretary of Defense
September 1980

Appendix E

Innovations in Basic Skills Education for Military Personnel

by

Wayne S. Sellman
Office of the Assistant Secretary of Defense
(Manpower, Reserve Affairs, and Logistics)
Washington, D.C.

INTRODUCTION

A 1975 U.S. Office of Education study indicated that 20 percent of the American adult population lacked the basic communication and computational skills to effectively cope with everyday life. Army, Navy, and Air Force studies have also shown that this problem carries over to the Military Services.

Since the advent of the All-Volunteer Force, the Services have been enlisting increasing numbers of individuals from the lower end of the ability spectrum. This has led to increased emphasis on basic skills (English, mathematics, and reading) education within the Department of Defense. For example, in March 1977, the General Accounting Office (GAO) submitted a report on illiteracy in the military to the Secretary of Defense. Based on Service conducted research, the GAO concluded that poor readers when compared to normal recruit populations (1) have higher discharge rates, (2) experience more difficulty in training, (3) perform less satisfactorily on the job, and (4) lack the potential for career advancement.

The GAO believed that such conditions were not only costly to the Services but were also an obstacle to the effective use of manpower. Accordingly, it recommended that the Department of Defense develop a policy to address the illiteracy problem and have the Services (1) establish an overall minimum reading grade level for enlistment, (2) determine the reading grade level requirements of each military occupation, and (3) determine before enlistment the reading ability of Service applicants and refer those individuals who do not qualify to civilian basic skills education programs.

Over the past two years, the Department of Defense and the Services have initiated several efforts intended to address the illiteracy problem. Each of the papers in this symposium discusses either research or on-going programs relevant to some aspect of the GAO recommendations. Finally, the discussant integrates the various papers and reflects on the need for proper perspective in the design and application of basic skills education programs for military personnel.

Pre-Enlistment Basic Skills Development: Preparing Youth to Enter Military Service

by

Wayne S. Sellman
Office of the Assistant Secretary of Defense
(Manpower, Reserve Affairs, and Logistics)
Washington, D.C.

BACKGROUND

During the Fiscal Year 1978 budget review, the House and Senate Defense Appropriations Committees expressed concern about in-service high school completion programs and the potential impact on training of continuing to attempt to correct educational deficiencies of enlistees after they enter active duty. The Committees believed that a more efficient approach would be for potential enlistees with educational deficiencies to receive basic skills training prior to enlistment. Accordingly, the Secretary of Health, Education, and Welfare and the Secretary of Labor, in conjunction with the Secretary of Defense, were requested to develop such a basic skills program. The program was to be designed to: (1) provide the functional literacy needed for military training, (2) correct basic educational skill deficiencies, and (3) document mastery of those skills, wherever possible, in terms of civilian academic credentials.

Throughout 1978, staffers from the Office of the Secretary of Defense worked with representatives of the U.S. Office of Education, Department of Health, Education, and Welfare, and the Job Corps, Department of Labor, to develop pilot projects in response to the Congressional guidance. After lengthy deliberations, it was decided that each of the two agencies would develop its own basic skills program. The Department of Labor, for example, planned a program which would provide training opportunities for unsuccessful military applicants at Job Corps Advanced Career Training Centers. That project began in May 1980 so information regarding its effectiveness is not yet available.

PROCEDURE

On March 17, 1979, Mr. I. M. Greenberg, Deputy Assistant Secretary of Defense (Program Management) signed a Joint Memorandum of Understanding with Dr. Ernest L. Boyer, U.S. Commissioner of Education, to implement three one-year pilot adult basic skills education programs. The pilot projects were designed to correct the educational deficiencies of applicants who failed to qualify for enlistment into the military. Many young people who seek enlistment in the Military Services fail the vocational aptitude test given to all applicants because their basic educational skills are not adequate. The pilot

programs were designed to provide basic skills in support of the educational abilities required by the Military Services. Another objective was to determine the extent to which remedial education would help those young people to qualify for enlistment.

The pilot programs began on April 16, 1979, at three selected locations: Houston, Texas; Memphis, Tennessee; and Albany, New York. Those sites were selected because of the variety of programs which they could offer to military referrals. In those areas, military recruiters referred applicants who did not qualify for enlistment to local adult learning centers and encouraged them to enroll in remedial courses in English, mathematics, and reading.

The referrals were accomplished in three phases. First, Armed Forces Examining and Entrance Stations (AFEES) distributed brochures describing adult learning center programs to all applicants for enlistment. At that time, AFEES personnel, in accordance with Privacy Act procedures, informed the applicants about the project. Applicants were advised that if they did not qualify for enlistment, to tell their recruiters if they did not wish to have their names provided to the adult learning centers. Second, military recruiters sent referral letters to individuals not eligible for enlistment and not currently enrolled in high schools encouraging them to contact the adult learning centers to learn about the education programs available. (It was decided not to offer the basic skills remediation to individuals who were enrolled in high schools because such programs were already available and immediately accessible to them.) Finally, recruiters sent letters to adult learning centers providing them with identification information (name, address, telephone number, and social security account number) for those individuals who did not object to being referred for basic skills remediation. The adult learning centers followed up referrals who did not contact them within a 30-day period.

Unsuccessful military applicants who came to the adult learning centers were first given diagnostic testing to help pinpoint their educational problems. This testing was followed by individually tailored instruction. The adult learning centers offered their usual basic skills program (remedial English, mathematics, and reading; GED or high school completion). The centers did not create special programs for referred individuals, nor did they teach those persons the military enlistment test. Other programs intended to improve social and work skills were also available to those referrals who were interested. Individuals who corrected their educational weaknesses were referred back to the recruiters by the adult learning centers. To qualify for enlistment, the individuals still had to meet Service enlistment standards.

With the assistance of the Office of the Secretary of Defense, the adult learning centers developed student record forms and project worksheets. In addition, the adult learning centers collected evaluation data on military referrals. Those data included referral rates, attendance rates and trends, referrals input data (enlistment test scores, demographics), remediation progress information (adult learning center test scores), reasons for referred individuals dropping out of the basic skills program, and the numbers of referrals who participated in the basic skills training and subsequently qualified for enlistment.

RESULTS AND DISCUSSION

Table 1 shows the number of applicants for service who took the enlistment eligibility test in Houston, Memphis, and Albany during the one-year pilot period (April 16, 1979-April 15, 1980). Also shown is the number of applicants who were not enrolled in high school and who failed to qualify for enlistment. This later group formed the eligible population for the pre-enlistment basic skills referral program.

TABLE 1
NUMBER OF APPLICANTS FOR MILITARY SERVICE AND
THE NUMBER OF THOSE APPLICANTS WHO FAILED TO
QUALIFY FOR ENLISTMENT FOR APTITUDE/EDUCATION REASONS

	Houston	Memphis	Albany	Total
Applicants Tested	11,081	7,820	7,023	25,924
Non High School Applicants Not Qualifying	2,001	1,490	570	4,061

Table 2 indicates the number of referrals made by military recruiters to the adult learning centers, the number of those referrals who entered the basic skills program, and the number who corrected their educational problems and enlisted in the military.

TABLE 2
NUMBER OF REFERRALS TO ADULT LEARNING CENTERS,
NUMBER OF ENROLLMENTS IN BASIC SKILL PROGRAMS,
AND THE NUMBER OF PARTICIPANTS WHO LATER ENLISTED IN
THE MILITARY SERVICES

	Houston	Memphis	Albany	Total
Referred	141	70	56	267
Enrolled	51	32	15	98
Enlisted	6	12	10	28

Inspection of Tables 1 and 2 reveals that the program did not work well in helping individuals improve their basic skills before they enlist in the military. Most (93 percent) of the individuals eligible for the adult learning center basic skills program asked their military recruiters not to refer them. To better understand this situation, the Office of the Secretary of Defense obtained the impressions of military recruiters and adult learning center personnel regarding the attitudes of the unsuccessful military applicants. Several factors seemed to explain the low referral rates.

Each of the Military Services has its own enlistment standards. The majority of Air Force and Navy applicants turned down by those Services qualify for the Army and Marine Corps. Those individuals were more inclined to apply for an Army or Marine Corps enlistment than to pursue the increased basic skill levels needed to qualify for the Air Force or Navy. In addition, other young people had recently dropped out of high school and many of them sought to enlist in the military to get away from an academic environment. When they failed to qualify for enlistment, they were very reluctant to return to the very classroom atmosphere and learning routine they were attempting to escape. Perhaps, given a history of failure or quitting, they did not believe the program merited the effort.

Of those individuals who did enroll in the basic skills remediation, most eventually discontinued their participation. Many had sought enlistment in order to get a job. Since they did not qualify, they had to seek employment elsewhere. Unfortunately, unlike CETA, this program did not receive Congressional funding. While students at the adult learning centers received their training free of charge, they did not receive any kind of stipend which could help support them while they corrected their educational problems. Thus, many individuals did not participate or discontinued participation because they had to go to work. Moreover, some who did work only part-time later quit the program because their schedule was too hectic. They had difficulty in coming to the adult learning centers for sufficient

periods of time to effect any improvements in their basic skills. The availability and cost of transportation to and from the adult learning centers was also a problem.

Finally, the number of individuals who enrolled in the basic skills program and participated for any length of time was too small to accurately evaluate the impact the remedial basic skills had on the military referrals. (Ten percent of those referred to the adult learning centers completed the program and qualified for enlistment.) The young people who enrolled in the program had average grade levels below the sixth grade in English, mathematics, and reading. Thus, even if they possessed the "drive" to participate in the training, those individuals were faced with long-term solutions to their educational problems. Literacy and numeracy problems developed over a period of many years can hardly expect solutions in weeks or even months. It appears that many of the young men and women with such problems realized that there were no "quick" fixes and chose not to avail themselves of the remedial programs designed to help them.

SUMMARY

The Department of Defense and the U.S. Office of Education conducted a one-year pilot project designed to correct the educational deficiencies of applicants who failed to qualify for enlistment into the Military Services by reason of aptitude or education. It was the first program of its kind involving the inter-Governmental cooperation of two cabinet level departments and local learning agencies backed by their State departments of education. Unfortunately, the program did not prove to be effective in providing pre-enlistment basic skills to military referrals. Of those young people not enrolled in high school who failed to qualify on the enlistment eligibility test, almost all asked that they not be referred to the adult learning centers. They lacked the motivation to return to the classroom, a place where many had unpleasant experiences. Most of the persons who did enroll in remedial English, mathematics, and reading later dropped out. The program did not provide subsistence funds for participants, so they were compelled to work rather than to attend school.

In May 1980, the Department of Defense began a second pre-enlistment of basic skills pilot project with the Job Corps of the Department of Labor. The Job Corps program will provide military referrals with a residential environment and economic support. It is hoped that the correction of the two major weaknesses in the program described in this paper (financial assistance and transportation to the learning centers) will lead to basic skills education which will better prepare young people to enter today's military job force.

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